A. Introduction

College History

Founded in 1957, Foothill College is one of two accredited institutions in the Foothill-De Anza Community College District. The College's origins emerged from the post-World War II era, during a time of growth when urban centers and suburbs grew rapidly. Neighboring school superintendents and board members came together to support the formation of a junior college. Backed by community support and with the passage of a $10.4 million bond, the first Board of Trustees purchased a 122 rolling acre site in Los Altos Hills as the permanent location of Foothill College.

Dr. Calvin Flint, the first superintendent and president of the new district was quoted as saying, "The College must convey an atmosphere of its being friendly, personalized, and informal. Offices of faculty, counselors, and administrators must be readily accessible to students." Ernest J. Kump and Matsen & Hurd were engaged as the architects and planners to design a campus from the ground up. By the time Foothill formally opened in 1961, the campus was the recipient of multiple architectural accolades and design awards from around the nation. Even with the addition of new buildings, the campus continues to be nestled in a bucolic suburban setting.

Located 40 miles south of San Francisco and 20 miles north of San Jose in the heart of California's Silicon Valley, Foothill College prides itself in serving students and the surrounding community. Along with its sister college, De Anza, the Foothill-De Anza Community College District service area encompasses the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, along with parts of Sunnyvale, Saratoga, and west San Jose representing more than 400,000 residents. From the first graduating class of 37 students in 1960, Foothill conferred more than 2,200 certificates and degrees in 2021-22. The College has grown to serve more than 23,000 students in 2021-22 and employed more than 600 administrators, classified staff, full- and part-time faculty in fall 2022.

As of spring 2023, Foothill College offers one Bachelor in Science (BS) degree, 30 Associate Degrees for Transfer (ADT), 26 Associate in Arts (AA) degrees, 28 Associate in Science (AS) degrees, 88 Credit Certificate programs, and 10 Non-Credit Certificate programs. The College began convening the Dental Hygiene baccalaureate in 2017-18 as one of the pilot institutions participating in the California community colleges' baccalaureate degree program that began in 2016. Fully online programs can be completed for 22 ADTs, 23 AA degrees, five AS degrees, and 59 credit certificates. Foothill maintains a strong Career & Technical Education (CTE) presence, supporting multiple programs in apprenticeship trades and in the allied health sector.

Foothill continues to be regarded as a successful and innovative community college in the United States. As one of the first California community colleges to offer online education, Foothill was effectively resourced to pivot to a fully virtual instructional format in March 2020

when the shelter-in-place directive occurred. Online course success rates remained stable during this time. Foothill also maintains a 50,000 square-foot education facility in Sunnyvale near Moffett Business Park. The Sunnyvale Center focuses on CTE and houses programs such as Emergency Medical Technician and Paramedics. Ongoing improvement efforts in program review, student learning outcomes processes, and the participatory governance structure recognize that College facilitation of student learning and achievement cannot be static.

Another innovation enhancing student learning is Foothill's annual Research and Service Leadership Symposium (RSLS) that provides students an extended opportunity to develop research and creative arts projects, participate in community-based activities, then share their newfound knowledge, insights, and experiences with the college community. Students submit a proposal or project description and, if accepted, they engage with a campus mentor who facilitates the student's and project's development, provides subject expertise and experience, and coaches students through challenges. All project experiences are shared in a professional conference setting through student presentations, poster sessions, performances, and discussions. This symposium event, now in its sixth year, is a full-day celebration, involving a keynote speaker, an awards ceremony, and opening/closing ceremonies. During the shelter-in-place period, the RSLS successfully pivoted online and is now scheduled as a hybrid event. The May 18, 2023, program opened with Dr. Camilla Hawthorne, Associate Professor of Sociology and Critical Race & Ethnic Studies, UC Santa Cruz.

The College's focus on sustainability emphasizes resource stewardship. This commitment is demonstrated through the construction of the Physical Sciences & Engineering Center (PSEC) and Sunnyvale Center, which were recognized with a LEED silver rating and LEED gold rating respectively. Charging stations for electric vehicles are available, and as of 2018, no single-use plastic water bottles are sold on campus. Student research and subsequent advocacy led to water being sold in box containers or aluminum bottles; water fountains and fill stations are available for reusable water bottles.

The District also benefits from ongoing community support. In March 2020, voters passed an $898 million general obligation measure (Measure G) to upgrade and repair facilities, equipment, and sites. Beginning in November 2022, the District adopted trustee area elections, where voters in five areas of roughly equal population size elected their own trustee. Two area trustees were elected under this new model, while the three remaining at-large trustee positions will be up for area elections in fall 2024.

The College welcomed its eighth president in April 2023 and, with their leadership, the institution continues its strategic planning during this initial post-pandemic period with emphasis on growth in enrollment, continuing integration of guided pathways efforts, implementation of CA AB 1705 (ensuring gateway transfer-level English and Math enrollment), and ongoing implementation of its Strategic Vision for Equity (finalized during the pandemic).

Foothill's forward-looking perspective is met with acknowledgment that its success is on land located within the Puichon Thámien Ancestral Muwekma Ohlone Territory. The College's land acknowledgment is as follows:

Horše túuxi! (Hor-sheh troo-hee)

*Foothill College recognizes that it is located on the ethnohistoric territory of the ancestral and traditional land of the **Puichon Thámien** Ohlone-speaking People, and the successors of the historic sovereign Verona Band of Alameda County, presently identified as the Muwekma Ohlone Tribe of the San Francisco Bay Area. This land was and continues to be of great importance to the Muwekma Ohlone Tribe and other familial descendants of the Verona Band.*

We recognize that every member of the greater Foothill College/Los Altos Hills community has, and continues to benefit from, the use and occupation of this land, since the institution's founding in 1957. Consistent with our values of community, inclusion, and diversity, we have a responsibility to acknowledge and make known through various enterprises Foothill College's relationship to Native peoples. As members of the Foothill College/Los Altos Hills community, it is vitally important that we not only recognize the history of the land on which we live, work, and learn, but also, we recognize that the previously federally recognized Muwekma Ohlone Tribal People are alive and flourishing members of the Foothill College/Los Altos Hills and broader Bay Area communities today. Aho!

Student Enrollment Data

Foothill College students reside throughout the California Bay Area region, as well as outside the state (Figure 1). While less than one-third of students (29%) enroll from within the service area, slightly more than half of the student body live within Santa Clara County (55%). Almost one-fifth enroll from Santa Mateo County and together both counties account for almost three-fourths of the student population the last few fall quarters.

**Figure 1:** Fall Headcount by Zip Code Grouping, 2020-2022

	Fall 2020		Fall 2021		Fall 2022	
Zip Code Grouping	HC	%	HC	%	HC	%
Service Area (Los Altos, Los Altos Hills, Mt. View, Palo Alto, Stanford, Cupertino, Sunnyvale, Santa Clara (part of), San Jose (part of), Saratoga (part of))	3,709	29%	3,293	29%	3,198	29%
Other Santa Clara County	3,398	26%	3,014	27%	2,928	26%
San Mateo County	2,178	17%	1,931	17%	1,990	18%
Alameda County	867	7%	690	6%	646	6%
San Francisco County	227	2%	170	1%	160	1%

N Santa Cruz County (Ben Lomand, Boulder Creek, Felton, Los Gatos (part of), Santa Cruz, Scotts Valley)	98	1%	92	1%	82	1%
Other CA Bay Area Region (Contra Costa County, Marin County, Napa County, Solano County, Sonoma County)	437	3%	359	3%	329	3%
CA Outside Bay Area Region	1,937	15%	1,508	13%	1,545	14%
Outside CA	334	3%	293	3%	296	3%
Total	13,185	100%	11,350	100%	11,174	100%

Headcount at census date. | Apprenticeship not included.
Source: FH IRP, Census Enrollment Dashboard

Between fall 2018 and fall 2022, Foothill experienced a decrease in enrollment, headcount, and full-time equivalent student (FTES) count (Figure 2). Enrollment declined from 39,174 to 28,669 over these six fall terms. The largest percentage rate decreases in these enrollment figures occurred from fall 2020 to fall 2021, which was the second full post-pandemic year. As enrollment is declining at a higher rate compared to headcount, it shows that students are registering for fewer classes compared to pre-pandemic students. The fall 2021 to fall 2022 data suggest that enrollment metrics may be stabilizing as the College begins to update its Educational Master Plan (EMP) in 2023-2024.

Figure 2: Fall Enrollment, Headcount, Full-Time Equivalent Student (FTES)
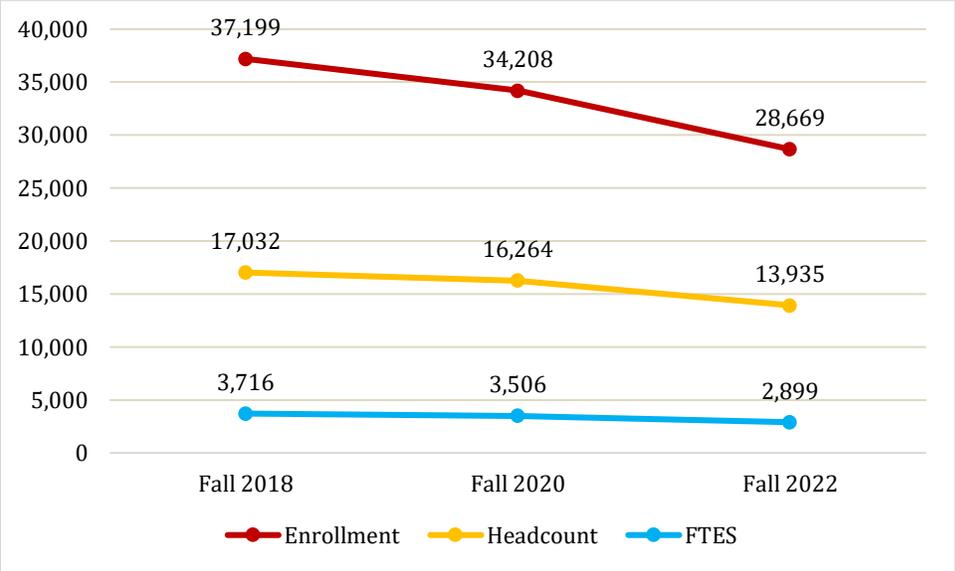
End of term data. | Includes all credit and non-credit sections.
Source: FH IRP, Enrollment and Course Success Dashboard

From fall 2018 to fall 2022, Foothill enrolled a plurality of students by race/ethnicity (Figure 3). While there was no dominant majority group, Asians, Latinx, and Whites together represented at least 80% of the student population. Over the six fall terms, the Latinx headcount continued to increase, even during and after the pandemic period. The numbers of Asian and White students experienced the opposite trend and have declined during the same time period. All other ethnicities remained relatively stable in headcount.
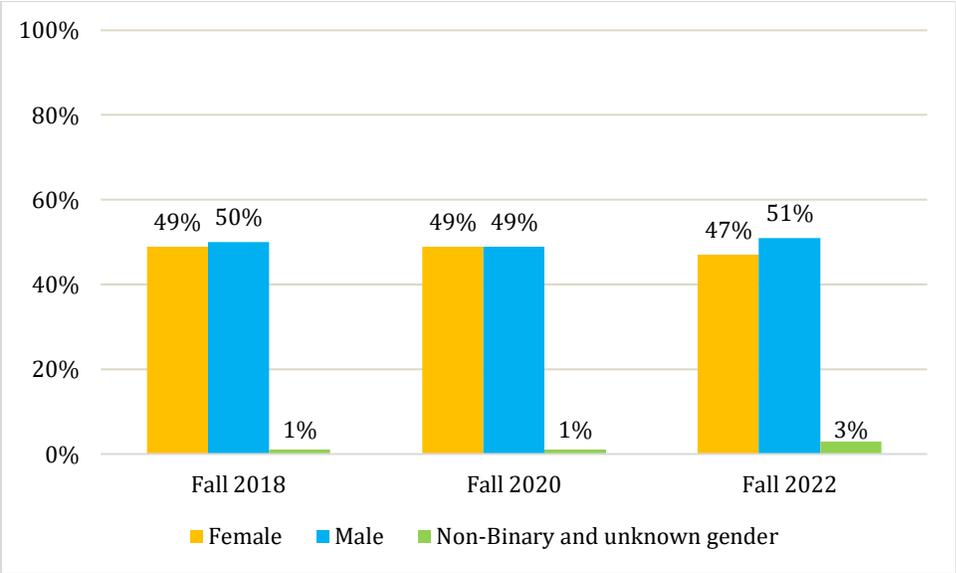
Figure 3: Fall Headcount by Ethnicity
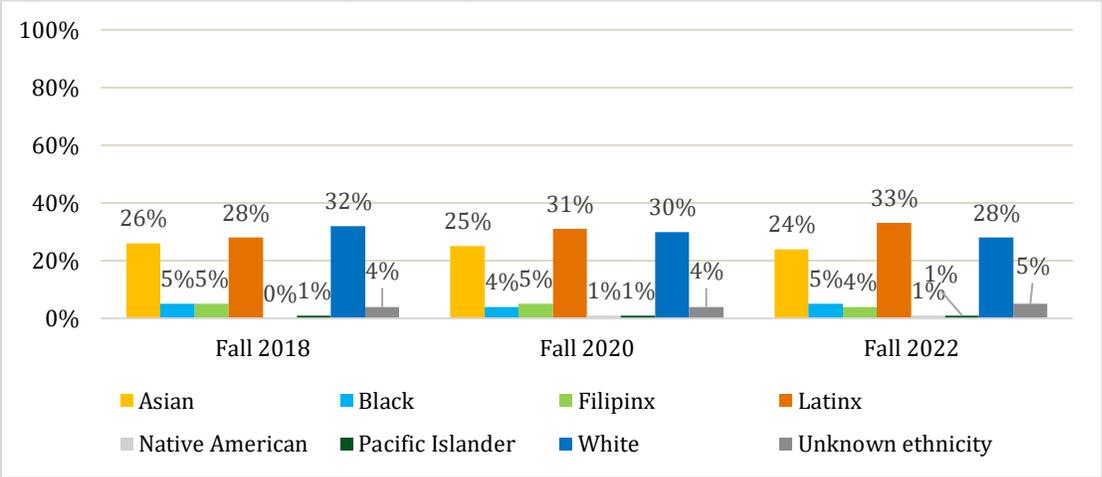
Source: FH IRP, Enrollment and Course Success Dashboard

The gender enrollment trend at Foothill between fall 2018 to fall 2022 remained stable year-to-year (Figure 4).

Figure 4: Fall Headcount by Gender

Source: FH IRP, Enrollment and Course Success Dashboard

Enrollment by age between fall 2018 and fall 2022 show an increasing rate of students enrolling who are ages 19 or younger, while those between ages 20 to 39 enrolled at decreasing rates (Figure 5). This trend appears to reflect the College's efforts to increase dual enrollment participation and the pandemic impact on overall enrollment.

Figure 5: Fall Headcount by Age
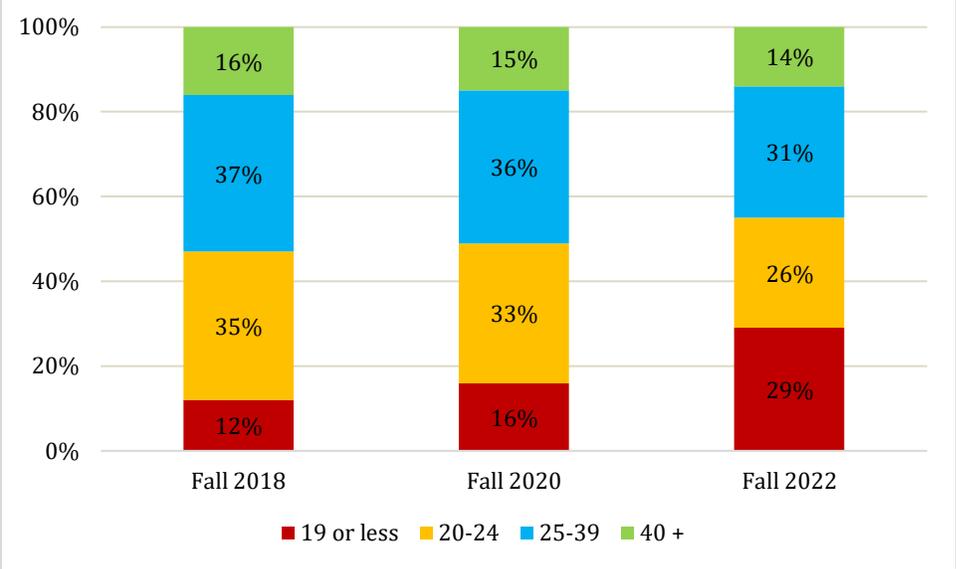
Source: FH IRP, Enrollment and Course Success Dashboard

More than one-fourth (29%) of students are the first in their family to attend college (Figure 6). This consistent trendline has been reflected in the overall student population since fall 2019 despite the ongoing decline in student enrollment.

Figure 6: Fall Headcount by First Generation Status
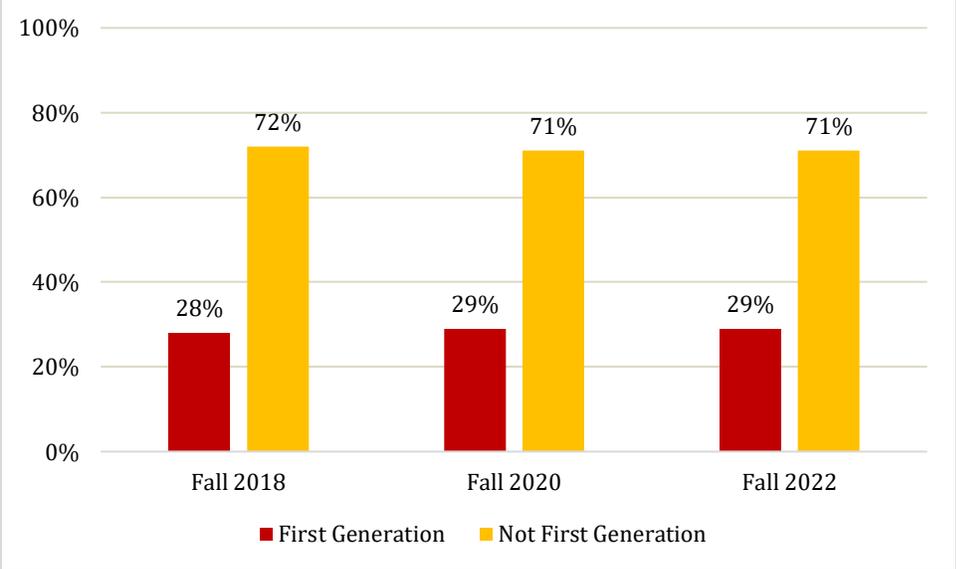
First generation students are those whose parents/legal guardians' highest educational attainment is high school or less.

Beginning in fall 2017, Foothill began experiencing a decline in non-resident student rate (Figure 7). The non-resident rate decreased by half between fall 2017 and fall 2022, influenced by the enrollment of fewer F1 visa international students during this time period.
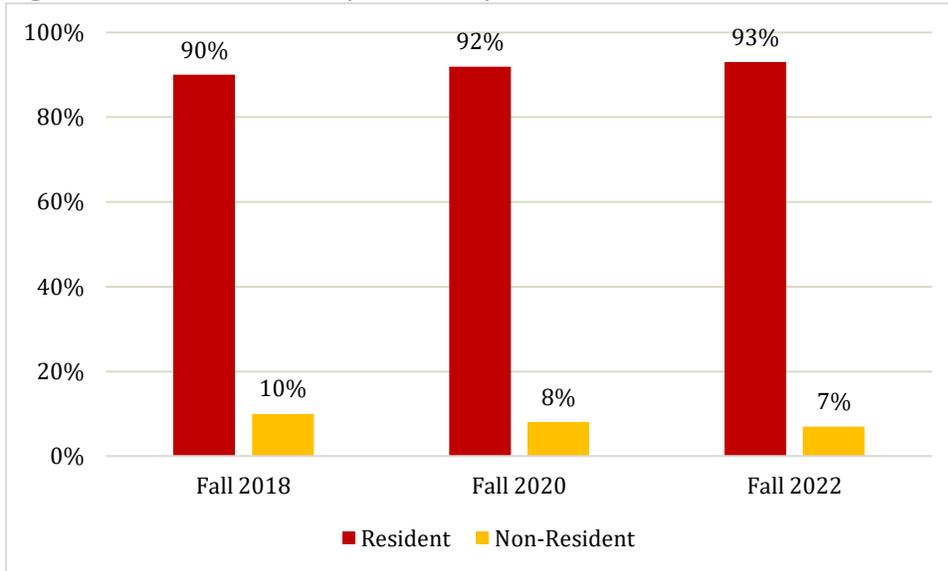
Figure 7: Fall Headcount by Residency

Source: FH IRP, Enrollment and Course Success Dashboard

Figure 8 shows more low-income students enrolled between fall 2018 to fall 2022, where this population now comprises around 40% of the student body. Beginning in 2021-22, Foothill redefined the low-income definition from an annual income of $25,000 or less to $50,000 or less to better reflect the pandemic impact and the more recent inflation impact on the service area's cost of living. This change facilitates the college's ability to be more strategic and effective in their support of student learning and achievement.

Figure 8: Fall Headcount by Low Income Status
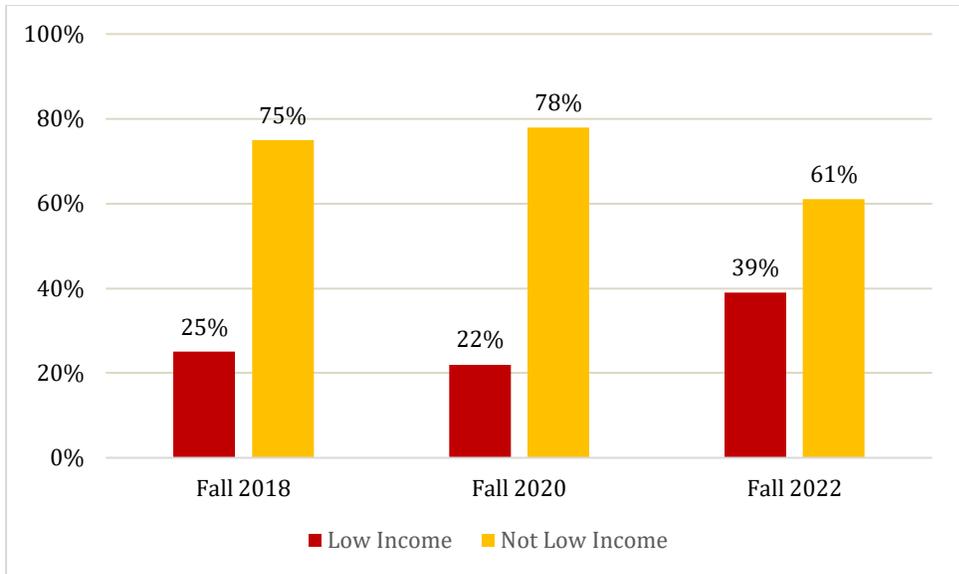
Low income defined as $25,000 or less annual income prior to fall 2021 and $50,000 or less beginning Fall 2021.
Source: FH IRP, Enrollment and Course Success Dashboard

Foothill experienced steady increasing enrollment in fully online sections prior to the pandemic. This trend line jumped after spring 2020 (Figure 9). From fall 2020 to fall 2022, roughly half of all enrollment was from online fully asynchronous sections. As of fall 2022, face-to-face instruction represented about one-third of total enrollment. Since the pandemic, the College tracks all variations in instructional modality in hybrid and online formats.

Figure 9: Fall Enrollment by Instructional Modality
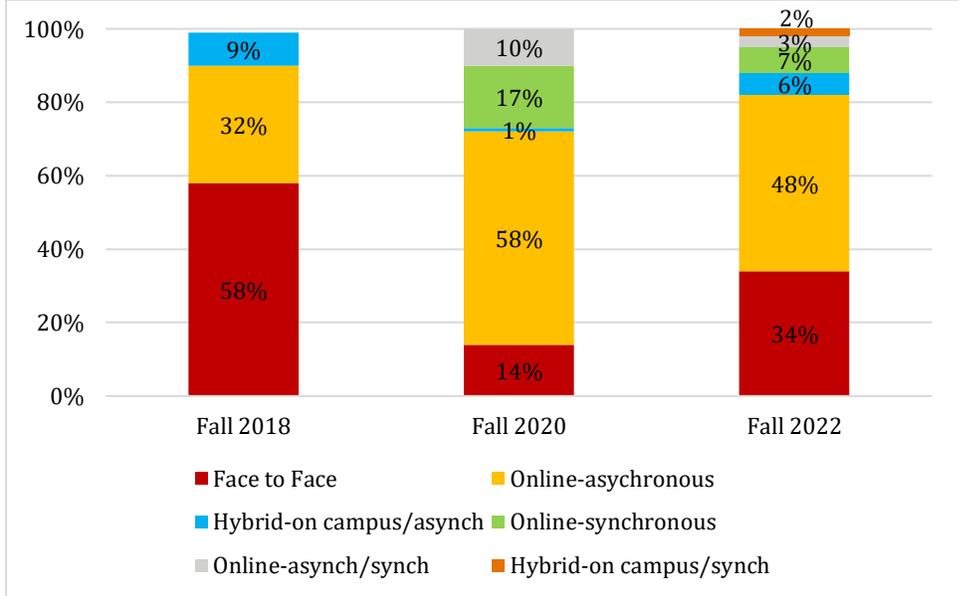
Hybrid-on campus/asynchronous/synchronous modality not shown as those sections comprise <1% enrollment.
Source: FH IRP, Enrollment and Course Success Dashboard

Enrollment in CTE courses continued to increase even during the pandemic from fall 2019 to fall 2020 (Figure 10). Despite a decline in overall CTE enrollment between fall 2018 to fall 2022, CTE now represents more than 40% of total enrollment.

Figure 10: Fall Enrollment in Career & Technical Education (CTE)
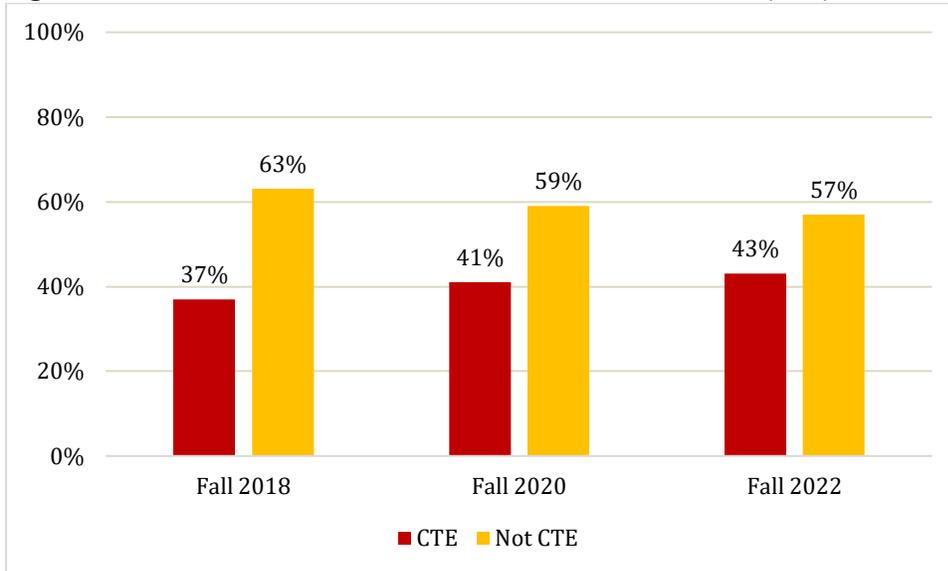
Source: FH IRP, Enrollment and Course Success Dashboard

While the College saw increased enrollment in credit courses from fall 2018 to fall 2019, non-credit now represents 10% of total enrollment (Figure 11).

Figure 11: Fall Enrollment by Course Credit Status
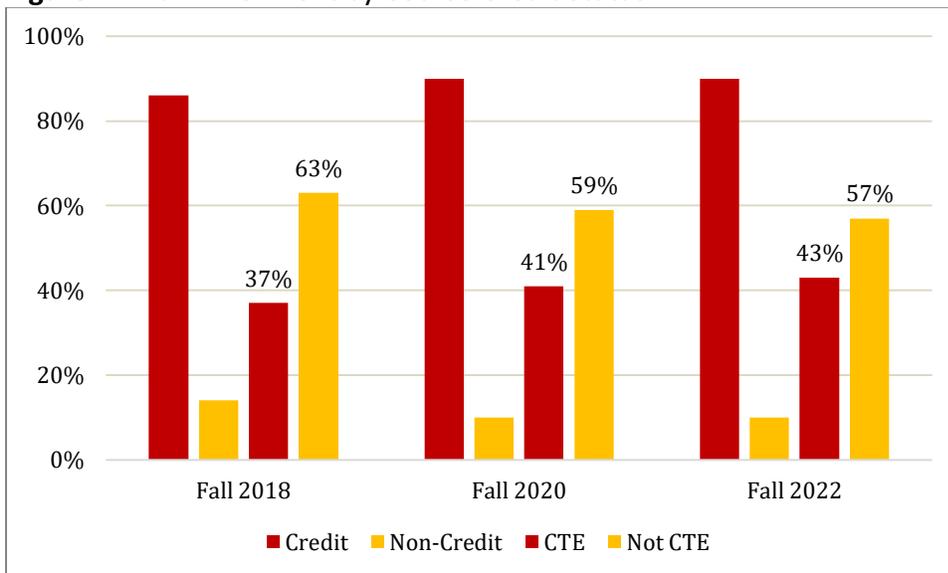
Source: FH IRP, Enrollment and Course Success Dashboard

During this recent accreditation cycle, the California state legislature adopted AB 705 (Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment) where community colleges could no longer require students to enroll in remedial English or math coursework. The intent of this legislation was to increase access to transfer-level English and math, subjects viewed as gatekeepers to educational outcomes such as degree and transfer attainment.

Foothill provided all incoming students with access to transfer-level English beginning fall 2019, and almost all students now begin their English coursework at the transfer level (Figure 12). Prior to AB 705, there were significant differences by ethnicity, where more than half of Black, Latinx, and Pacific Islander students' first English course began at the remedial level.

Figure 12: First English Attempt at Transfer-Level by Ethnicity
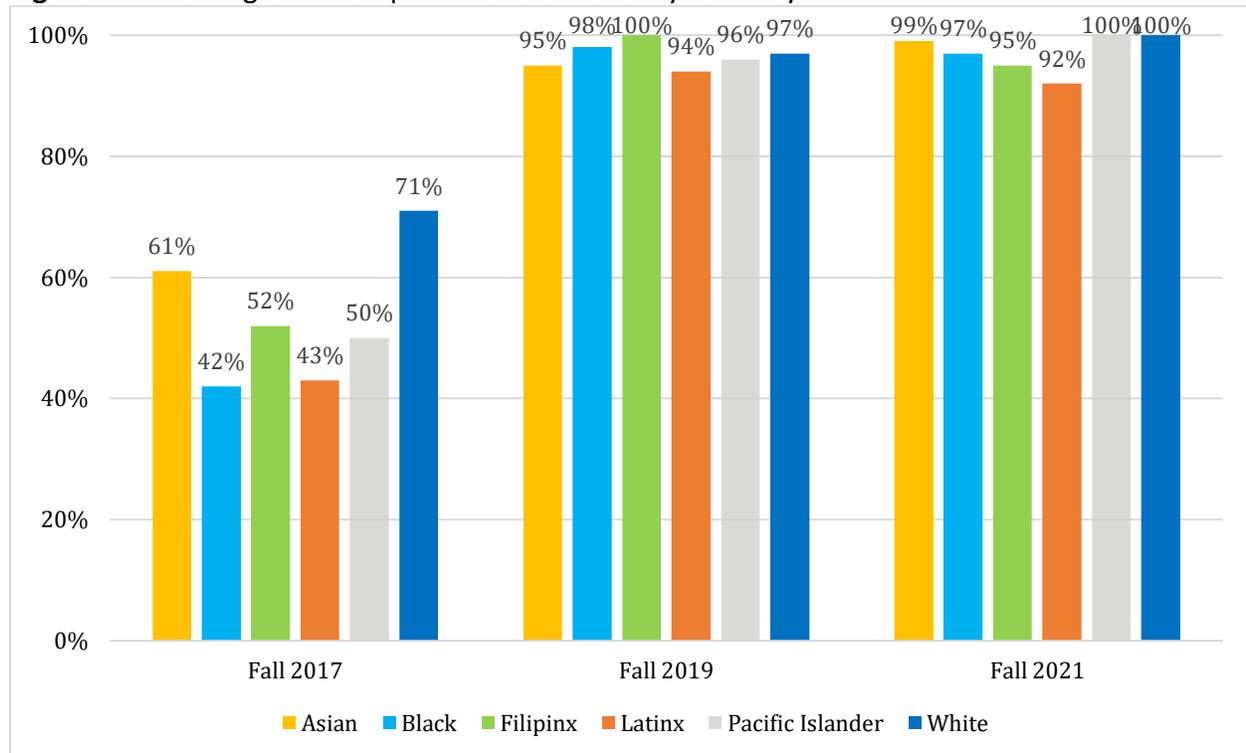
First ENGL enrollment in fall term at transfer-level.
Source: FH IRP

Increased access to transfer-level math among all ethnicities began in fall 2018 when AB 705 regulation was first implemented (Figure 13). While equity gaps still exist, the majority of students regardless of ethnicity are beginning their math coursework at the transfer level. Among Black, Latinx, and Pacific Islander students, the rate of first attempt at the transfer-level more than doubled between fall 2016 and fall 2021.

Figure 13: First Math Attempt at Transfer-Level by Ethnicity
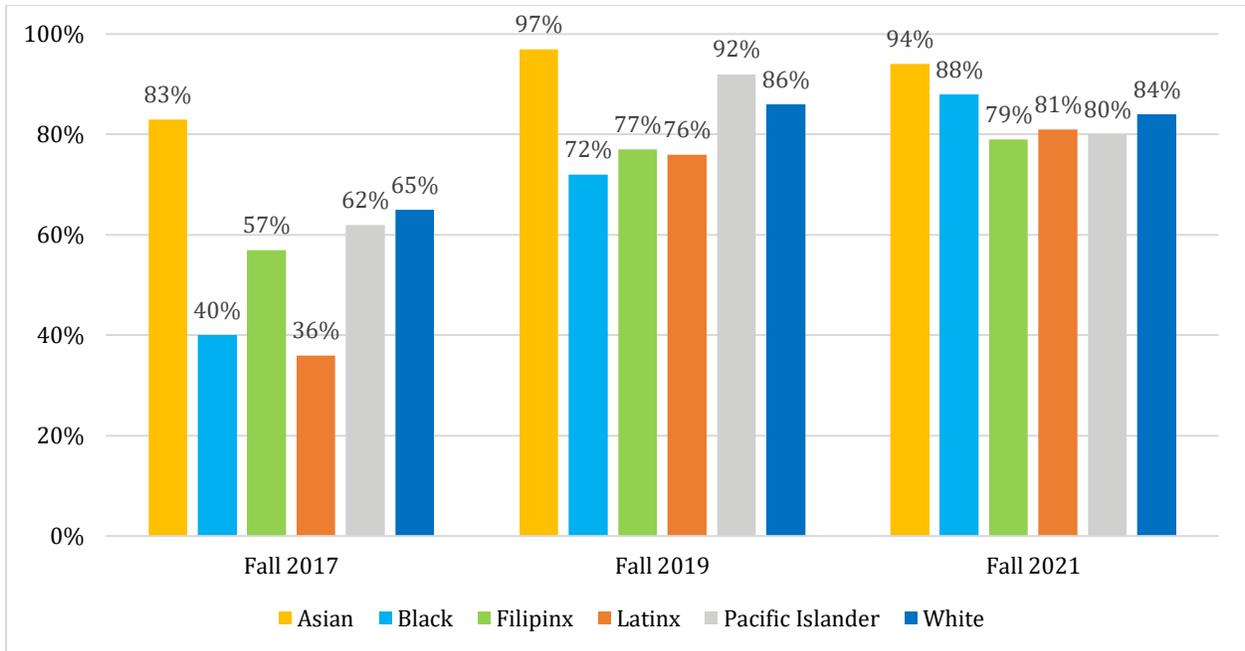
First MATH enrollment in fall term at transfer-level.
Source: FH IRP

Labor Market Data

The labor market information (LMI) in top occupations trends between 2018 and 2023 include occupations primarily in the technology sector (Figure 14). While software and web developers, programmers, and testers represent the largest growth area in terms of job numbers, together with computer and information managers and analysts, computer support specialists, and other miscellaneous computer occupations, these occupations represent half of the top 10 occupations. Between 2018 and 2023 the number of jobs decreased in secretarial/admin assisting, building cleaning, fast food, computer support specials–all occupations that were impacted by the pandemic shelter-in-place order.

Figure 14: Top 10 Occupations within the District Service Area, 2018-2023

Occupation	2018 Jobs	2023 Jobs	Change in Jobs (2018-23)	% Change	2021 Median Hourly Earnings
Software and Web Developers, Programmers, and Testers	55,164	62,190	7,027	13%	$75.37
Secretaries and Administrative Assistants	14,007	11,158	(2,849)	(20%)	$28.66
Building Cleaning Workers	12,505	12,111	(394)	(3%)	$17.76

Miscellaneous Computer Occupations	9,931	12,130	2,199	22%	$62.72
Postsecondary Teachers	9,869	11,709	1,840	19%	$50.13
Fast Food and Counter Workers	9,598	8,327	(1,271)	(13%)	$17.47
Computer Support Specialists	9,204	6,101	(3,102)	(34%)	$35.40
Laborers and Material Movers	9,106	10,777	1,671	18%	$18.49
Computer and Information Systems Managers	8,971	13,437	4,466	50%	$105.38
Computer and Information Analysts	8,956	10,046	1,090	12%	$65.35

Occupations based on 4-digit Standard Occupational Classification (SOC) codes.
Source: Lightcast Q2 2023 Dataset (2023.2 - QCEW Employees, Non-QCEW Employees, and Self-Employed)

LMI projections for the next five years anticipate that software and web developers, programmers, and testers will continue to be the dominant occupations within the District service area (Figure 15). Other occupations projected to increase are also in the technology sector and include computer and information analysts and computer and information systems managers. Home health and personal care aides are anticipated to be an emerging and growing occupation despite having the lowest median hourly earnings (in 2021).

Figure 15: Top 10 Fastest Growing Occupations within the District Service Area, 2023-2028

Occupation	2023 Jobs	2028 Jobs	Change in Jobs (2023-28)	% Change	2021 Median Hourly Earnings
Software and Web Developers, Programmers, and Testers	62,190	69,585	7,394	12%	$75.37
Home Health and Personal Care Aides	12,520	15,373	2,853	23%	$14.43
Computer and Information Analysts	10,046	11,254	1,208	12%	$65.35
Computer and Information Systems Managers	13,437	14,557	1,119	8%	$105.38

Postsecondary Teachers	11,709	12,802	1,093	9%	$50.13
Registered Nurses	10,391	11,418	1,027	10%	$76.89
Fast Food and Counter Workers	8,327	9,238	911	11%	$17.47
Market Research Analysts and Marketing Specialists	7,592	8,411	819	11%	$55.16
Computer Support Specialists	6,101	6,882	781	13%	$35.40
Cooks	6,312	7,043	731	12%	$18.03

Occupations based on 4-digit Standard Occupational Classification (SOC) codes.
Source: Lightcast Q2 2023 Dataset (2023.2 - QCEW Employees, Non-QCEW Employees, and Self-Employed)

Demographic Data

Foothill College is situated in a service area and county where the adult population is projected to increase by five percent over the next five years (Figure 16). It is anticipated that the high school population will decrease and those age 60 and older will increase during this time period. A modest increase is expected for those age 20-29.

Figure 16: Santa Clara County Adult Population Projection by Age Group, 2023-2028

Age Group	2023	2024	2025	2026	2027	2028	2023 to 2028 % Diff
15 to 19	134,468	135,083	134,620	133,800	131,322	129,807	-3%
20 to 29	256,070	259,612	264,186	268,608	274,160	279,507	9%
30 to 39	256,037	254,469	253,530	255,625	258,060	261,163	2%
40 to 49	283,727	285,524	286,140	284,236	282,211	278,852	-2%
50 to 59	267,984	267,508	267,684	268,911	269,844	270,353	1%
60+	467,997	483,524	498,448	511,714	524,440	537,758	15%
Total	1,666,283	1,685,720	1,704,608	1,722,894	1,740,037	1,757,440	5%

Source: California Department of Finance, Demographic Research Unit (Report P-2C: Population Projections by Sex and 5-year Age Group, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). April 2021.

The population in Santa Clara County is anticipated to increase over the next five years across all ethnicities (Figure 17). The largest population groups continue to be represented by Whites, Asians, and Latinx. The Asian population is expected to become the largest demographic group

by 2028 while the Latinx population is expected to increase at a rate faster than any other group.

Figure 17: Santa Clara County Population Projections by Ethnicity
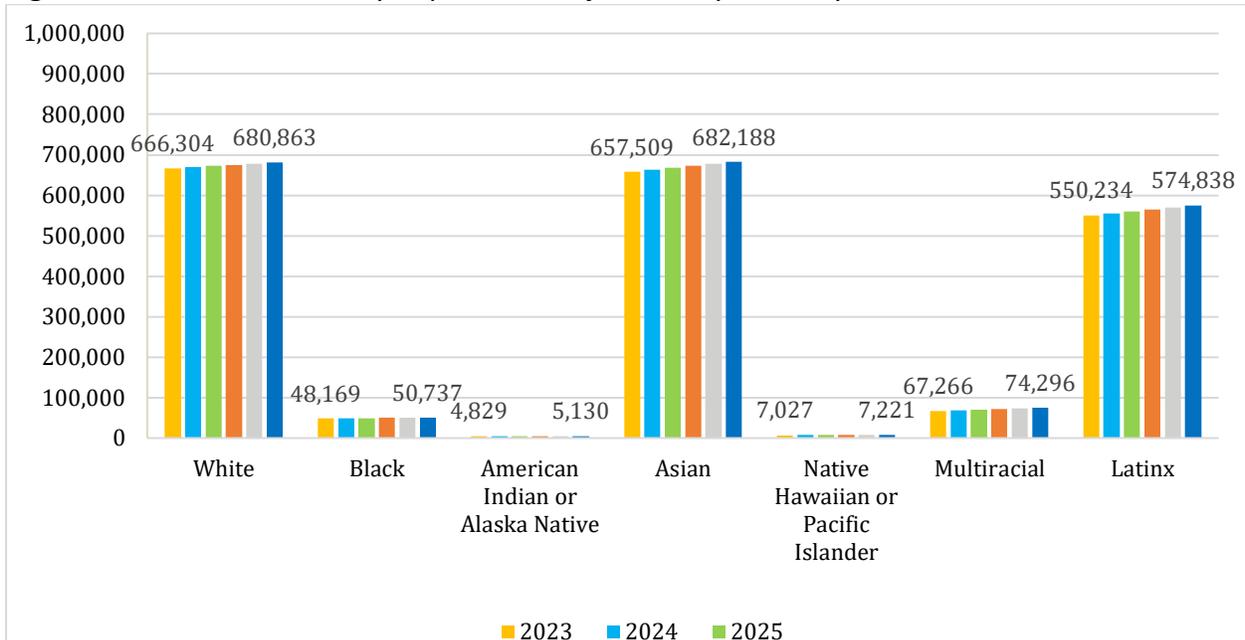
Source: California Department of Finance, Demographic Research Unit (Report P-2D: Population Projections by Total Hispanic and Non-Hispanic Race, California Counties, 2010-2060 (Baseline 2019 Population Projections; Vintage 2020 Release). March 2021.

The number of Santa Clara County public high school graduates is expected to decrease between 2020-21 and 2026-27 (Figure 18). This decrease will likely affect the first-time to college pipeline.

Figure 18: Santa Clara County Projected Public High School Graduates
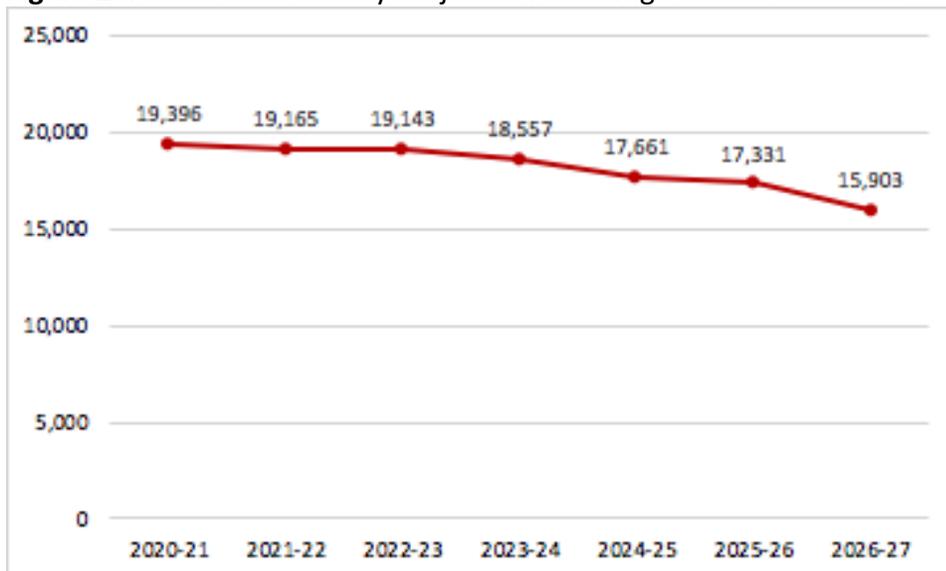
Socio-economic Data

The Foothill-De Anza Community College District is located in a region that is highly educated, demonstrates high income earnings, and has an increased cost of living compared to other parts of California. According to the US Census, almost all residents 25 and older have graduated from high school (89%) and more than half earned a bachelor's degree or higher (54%) within Santa Clara County.

Asian and White residents are more likely to have a bachelor's degree or higher, and less than half of Black and Latinx adults demonstrate the same educational attainment levels (Figure 21). Less than 25% of Latinx adults in both Santa Clara and San Mateo Counties have earned a bachelor's degree or higher.

Figure 19: Percentage of Silicon Valley Adults with a Bachelor's Degree or Higher by Ethnicity

	Santa Clara County				San Mateo County			
Ethnicity	2010	2015	2020	2021	2010	2015	2020	2021
Asian	59.0%	62.3%	66.4%	68.7%	54.5%	57.6%	61.3%	60.6%
White	52.0%	55.9%	60.9%	61.7%	52.4%	58.0%	61.5%	61.1%
Black	29.5%	36.1%	40.7%	43.7%	25.6%	29.0%	34.0%	27.3%
Multiple and Other	16.8%	17.1%	22.2%	43.3%	19.1%	18.9%	25.8%	41.6%
Latinx	13.9%	14.6%	19.1%	20.8%	15.7%	15.9%	22.2%	23.7%

Silicon Valley includes Santa Clara and San Mateo Counties. | Includes adults ages 25+. | Multiple and Other includes American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, and Two or More Races.

White residents of Santa Clara and San Mateo Counties continue to out-earn other ethnicities over time with the greatest disparity when compared with Latinx median income (Figure 22). Asian residents earn less than White residents but more than the other population groups.

Figure 20: Silicon Valley Per Capita Income by Ethnicity

Ethnicity	2011	2016	2021
White	$78,850	$79,075	$91,842
Asian	$55,752	$56,090	$71,667
Black	$39,269	$38,207	$44,606
Multiple & Other	$27,193	$25,593	$33,291
Latinx	$26,936	$25,746	$32,252
Total	$55,777	$54,937	$66,429

Silicon Valley includes Santa Clara and San Mateo Counties. | Multiple and Other includes American Indian and Alaska Native, Native Hawaiian and Other Pacific Islander, Some Other Race, and Two or More Races.
Source: Silicon Valley Institute for Regional Studies (US Census Bureau, ACS 5-Year Estimates)

Asian workers in Santa Clara and San Mateo Counties with a graduate or professional degree earn the highest average wage, followed by White workers, Black workers, and Latinx workers [Fig. 23]. As the average wage for all workers increases with educational attainment, workers with a graduate or professional degree earn an average of $139,275 compared to workers with less than a high school diploma who earn an average of $37,986. There is a significant wage gap between white workers and workers of color, even when educational attainment is considered. White workers with a graduate or professional degree earn an average of $193,630, while black workers with the same level of education earn an average of $123,923.

Figure 21: Average Wage for Full-Time Workers in Silicon Valley by Ethnicity and Educational Attainment

Educational Attainment	Latinx	Black	Asian	White
Less than high school graduate	$37,986	$39,878	$41,992	$64,598
High school graduate (inc. equivalency)	$43,962	$44,176	$45,148	$68,943
Some college or associate's degree	$56,808	$56,390	$63,496	$88,590
Bachelor's degree	$88,933	$89,074	$114,982	$145,516

Graduate or professional degree	$139,275	$123,923	$172,773	$193,630

Silicon Valley includes Santa Clara and San Mateo Counties.
Source: Silicon Valley Institute for Regional Studies (US Census Bureau, ACS 5-Year Estimates, includes full-time workers (35+ hours/week over age 15))

For a four-person household in Santa Clara County, the federal poverty threshold is set at $26,200, while the median family income (MFI) is $151,300 (2020-21). Therefore, even income values at $70,800 reflect very low income at less than 50% of the median family income. These data suggest that median family incomes continue to skew, widening income disparities (Figure 24).

Over half of Black and Latinx Santa Clara County residents are living at very low-income levels, where their earnings are less than 50% of median family income for a four-person household (Figure 25). Among White and Asian Pacific Islander populations, residents appeared to cluster at very low or very high median family income levels.

Figure 22: Income Status in Santa Clara County by Ethnicity
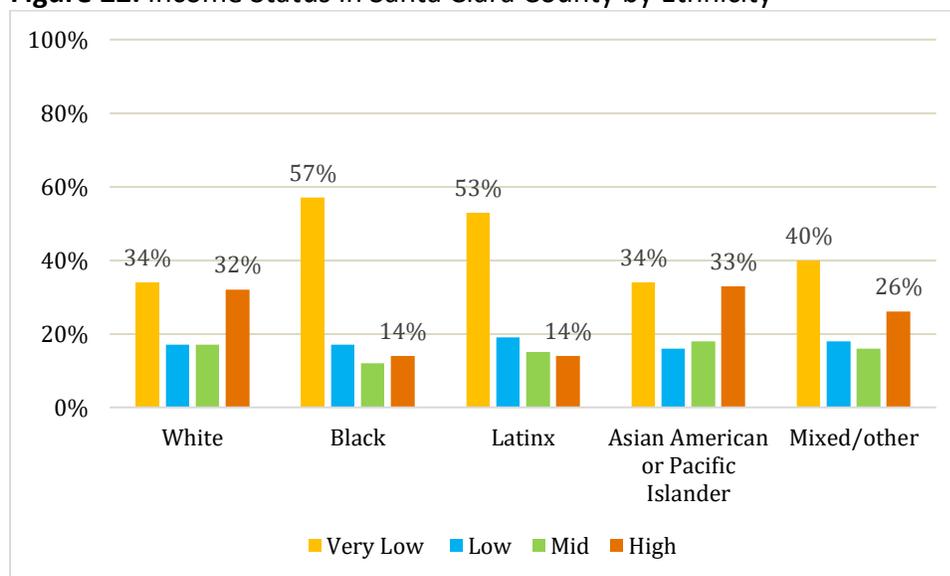
Very low income is <50% MFI | Low income is 50%-80% MFI | Mid income is 80%-120% MFI | High is 120%+ MFI
Federal poverty threshold is $26,200 and median family income (MFI) in Santa Clara County is $151,300 (2020-21).
Source: Bay Area Equity Atlas (US Census Bureau, 2020 ACS 5-Year Estimates)

Sites

Foothill College includes two locations, the main campus in Los Altos Hills and Sunnyvale Center. The College also contracts with trade unions to sponsor apprenticeship programs that are located off-site.

Foothill College   Los Altos Hills, CA 94022
Main Campus
12345 El Monte Road   Foothill College

Specialized or Programmatic Accreditation

The following list includes the programmatic accreditations held by the institution.

Program	Program Accreditor
Dental Assisting	Commission on Dental Accreditation (CODA)
Dental Hygiene	Commission on Dental Accreditation (CODA) Dental Hygiene Board of California (DHBC)
Diagnostic Medical Sonography	Commission on Accreditation of Allied Health Programs (CAAHEP) Joint Review Committee - Diagnostic Medical Sonography (JRC-DMS)
Emergency Medical Services	Commission on Accreditation of Allied Health Programs (CAAHEP) Committee on Accreditation of Educational Programs for the Emergency Services Professions (C0A-EMSP)
Pharmacy Technology	American Society of Health-System Pharmacists (ASHP)
Radiologic Technology	California Department of Public Health, Radiologic Health Branch Joint Review Committee on Education in Radiologic Technology (JCERT)
Respiratory Therapy	Commission on Accreditation for Respiratory Care (CoARC)
Veterinary Technology	American Veterinary Medical Association, Committee on Veterinary Technical Education Activities (AVMA - CVTEA)

B. Student Achievement Data and Institution-Set Standards

Foothill College continues its commitment to student achievement through ongoing review of its student data and institutional targets/goals. These metrics define student achievement and prioritize planning efforts.

Student Achievement Data

Course success rates remain steady at roughly 80% from fall-to-fall (Figure 26). These rates are calculated based on the number of students who received a passing grade of A, B, C, or P divided by all students who were enrolled.

Figure 23: Fall Course Success Rates
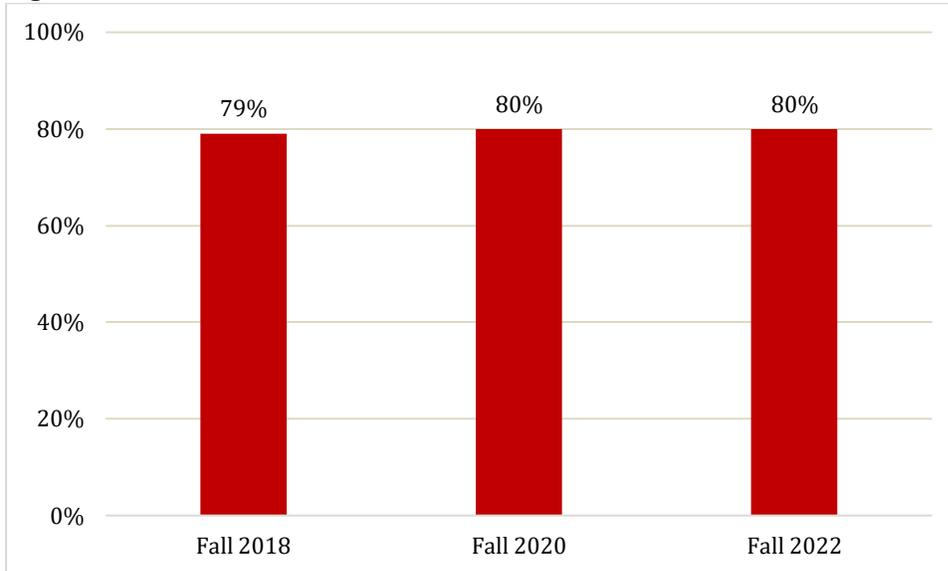
Credit courses only.
Source: FH IRP, Program Review Dashboard

When course success is disaggregated by ethnicity, there is variation in completion rates (Figure 27). A higher rate among Asian students successfully complete their courses compared to their Black, Latinx, and Pacific Islander peers, and this pattern persisted through this recent accreditation cycle.

Figure 24: Fall Course Success Rates by Ethnicity

Credit courses only.

Disaggregation by instructional modality also reflects variation in course success rates (Figure 28). The success rates in face-to-face sections are consistently higher compared to online asynchronous and hybrid settings. While these three instructional modalities account for the majority of instruction, Foothill began offering other modality variations in response to the COVID-19 pandemic. Generally speaking, about three-fourths of students successfully complete their courses regardless of modality.

Figure 25: Fall Course Success Rates by Instructional Modality, 2019-2022

	Fall 2019		Fall 2020		Fall 2021		Fall 2022	
Modality	Grades	Success Rate	Grades	Success Rate	Grades	Success Rate	Grades	Success Rate
Face-to-Face	15,939	84%	4,574	98%	5,798	92%	8,166	88%
Online-asynchronous	12,235	73%	18,909	76%	14,417	75%	13,341	75%
Online-synchronous	--	--	3,609	80%	1,585	76%	898	75%
Online-asynch/synch	--	--	3,490	80%	1,905	75%	761	71%
Hybrid-on campus/asynch	3,658	77%	203	86%	1,148	74%	1,862	77%
Hybrid-on campus/synch	--	--	14	100%	904	90%	634	91%
Hybrid-on campus/asynch/synch	--	--	89	99%	43	84%	--	--

Credit courses only.

Roughly two-thirds of students who enroll in the fall quarter register again the following winter term (Figure 29). This trendline remained consistent throughout the pandemic.

Figure 26: Fall to Winter Persistence
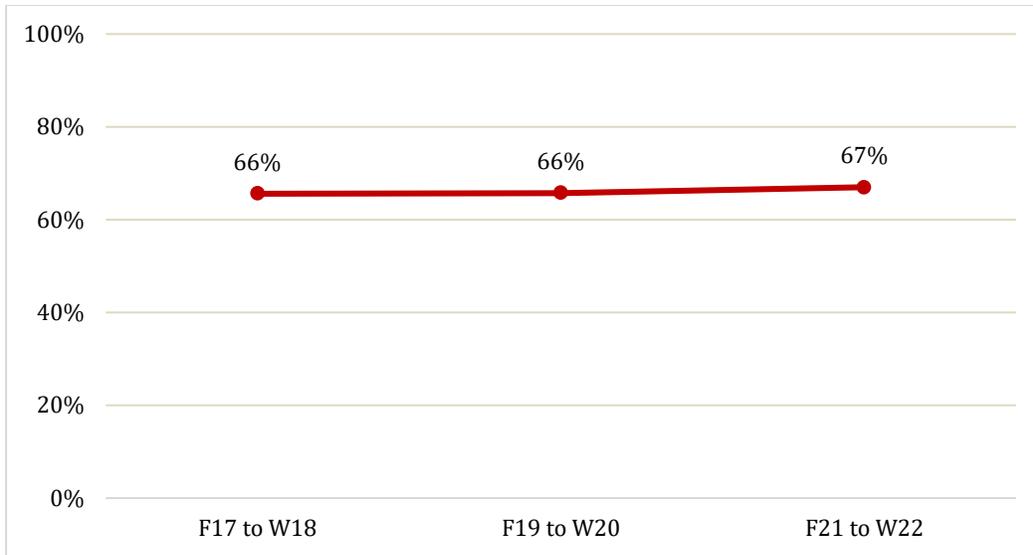
Percent of students from fall term who enrolled in the following winter term.
Excludes students who completed an award or transferred.
Source: CCCCO Student Success Metrics Dashboard

Students demonstrated an increasing throughput rate in transfer-level English and Math from fall 2017 to fall 2021 (Figure 31). Throughput is defined as those enrolled in English and Math in fall quarter and who pass a transfer-level course in these respective subjects by the end of the academic year (spring quarter).

Figure 27: Transfer-Level English and Math Throughput
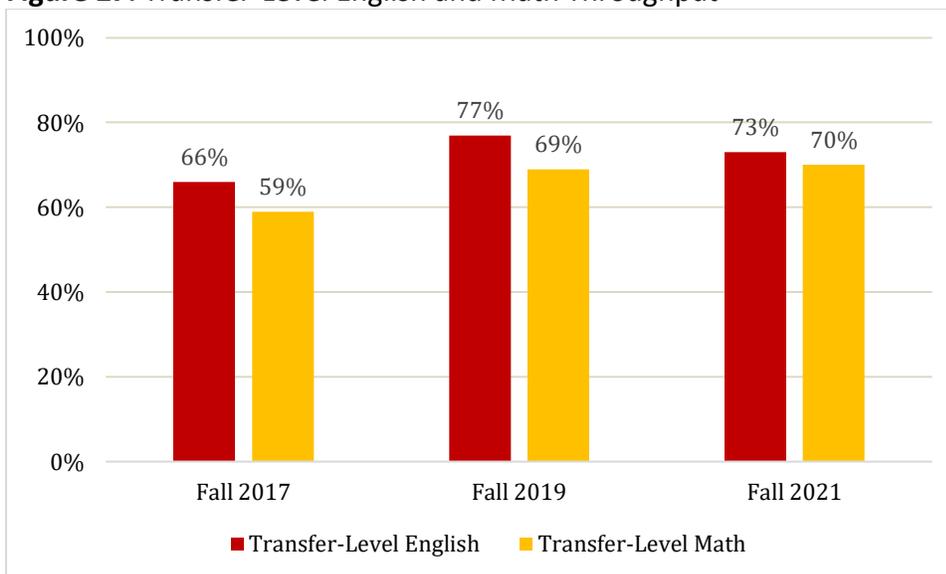
First ENGL (not ESLL) or first MATH enrollment in fall term with successful completion of transfer-level ENGL or MATH by the following spring term.
Source: FH IRP

When English throughput is disaggregated by ethnicity, it shows an increasing rate among Black and Latinx students who are successfully achieving throughput or completion of transfer-level English in one academic year or three primary quarters (Figure 32).

Figure 28: Transfer-Level English Throughput by Ethnicity
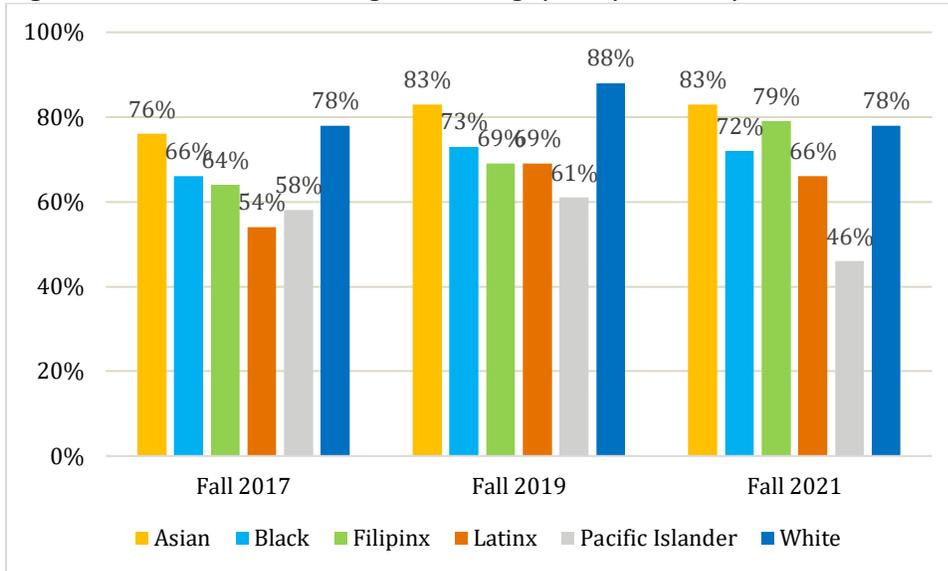
First ENGL (not ESLL) enrollment in fall term with successful completion of transfer-level ENGL by the following spring term.
Source: FH IRP

When Math throughput is disaggregated by ethnicity, it shows an increasing rate among Black and Latinx students who are successfully achieving throughput or completion of transfer-level Math in one academic year or three primary quarters, with the exception of this most recent year where throughput rates decreased for all ethnicities (Figure 33).

Figure 29: Transfer-Level Math Throughput by Ethnicity
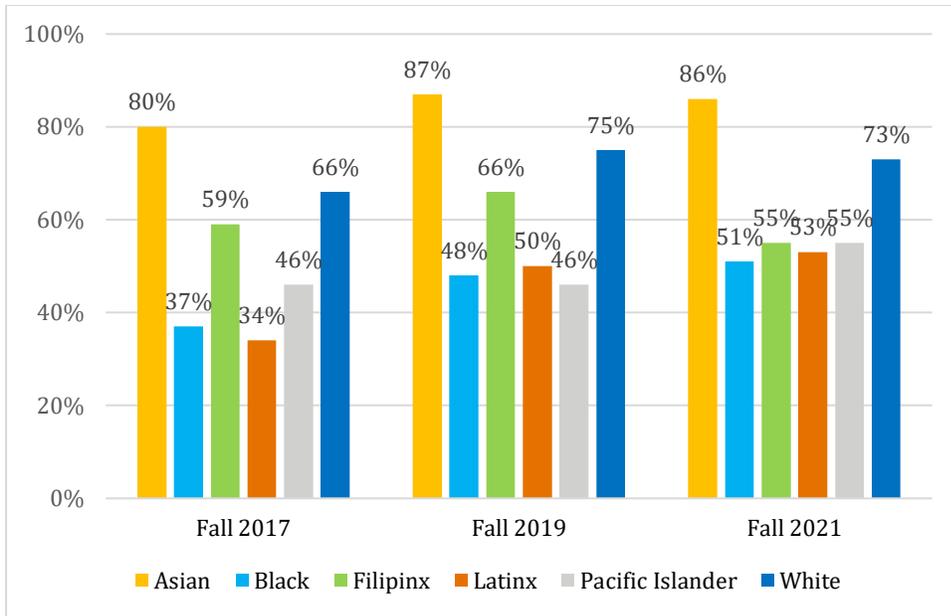
First MATH enrollment in fall term with successful completion of transfer-level MATH by the following spring term.
Source: FH IRP

The number of degrees and certificates awarded by Foothill College fluctuates annually. The most conferred degree is the Associate in Arts for Transfer degree followed by the local Associate in Arts degree. There appears to be a declining trend in the number of local Associate in Science degrees and Associate in Science for Transfer degrees awarded. The number of Bachelor in Science degrees awarded increased over time with the successful launch of a second track for Associate in Science to Bachelor in Science completion (in addition to the entry-level track) [Figure 35].

Figure 30: Degree and Certificates Awarded, 2017-18 to 2021-22

Award	2017-18	2018-19	2019-20	2020-21	2021-22
Associate in Arts	297	291	224	324	264
Associate in Arts-Transfer	323	383	375	410	312
Associate in Science	246	257	222	206	183
Associate in Science-Transfer	207	267	300	296	244
Bachelor in Science	23	45	60	73	76
Certificate of Achievement	931	821	812	1,063	1,145
Total	2,027	2,064	1,993	2,372	2,224

Source: FH IRP, Degrees and Certificates Dashboard

While most associate degrees were conferred to Latinx, White, and Asian students, their award trend lines varied. Latinx students earned more degrees from year-to-year, while fewer White students received associate degrees. The number of Asian students who were awarded an associate degree fluctuated with a marked decrease beginning in 2019-20. Associate degrees awarded to Black students increased steadily until 2021-22 [Figure 36].

Figure 31: Associates Degrees Awarded by Ethnicity, 2017-18 to 2021-22

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	292	412	387	353	254
Black	43	50	54	67	45
Filipinx	65	64	53	66	47
Latinx	291	285	264	347	319
Native American	6	6	9	2	3
Pacific Islander	10	8	13	15	12
White	320	345	325	363	294
Unknown	46	28	16	23	29

Source: FH IRP, Degrees and Certificates Dashboard

The number of bachelor's degrees awarded to Asian and White students increased steadily between 2017-18 and 2021-22, while the number of bachelor's degrees awarded to Black, Latinx, and Native American students has remained relatively unchanged [Figure 37].

Figure 32: Bachelor's Degrees Awarded by Ethnicity, 2017-18 to 2021-22

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	11	10	10	17	19
Black	0	2	2	0	0
Filipinx	4	7	3	5	6
Latinx	0	11	14	19	17
Native American	0	0	0	1	1
Pacific Islander	0	1	0	0	0
White	7	13	31	30	33

Bachelor in Science (Dental Hygiene) first awarded 2017-18.

White, Latinx, and Asian students were awarded the most certificates annually between 2017-18 and 2021-22. The number of certificates awarded to Black students fluctuated annually [Figure 38].

Figure 33: Certificates Awarded by Ethnicity, 2017-18 to 2021-22

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	256	330	254	295	274
Black	40	32	28	56	39
Filipinx	36	55	34	47	50
Latinx	244	186	226	308	359
Native American	4	3	5	1	12
Pacific Islander	8	5	7	14	12
White	302	200	243	322	370

The total number of students transferring to a four-year institution remained relatively stable between 2016-17 and 2020-21. While the number of Foothill College transfers to the California State University (CSU) system increased from 2016-17 to 2020-21 (397 to 496), it is a decrease from the high count of 546 in 2019-20. Meanwhile, the University of California (UC) system enrolled fewer Foothill College transfers during the same time period, although the numbers seemed to be stabilizing in 2019-20 and 2020-21. Between 2016-17 and 2020-21, there was a 41% decline in students transferring to in-state private colleges and universities. A much smaller decline of 8% is seen among those transferring to an out-of-state institution.

Figure 34: Transfers by Institutional Type, 2016-17 to 2020-21

Institutional Type	2016-17	2017-18	2018-19	2019-20	2020-21
California State University	397	508	407	546	496
University of California	519	488	483	445	443
In-State Private	87	79	65	48	51
Out of State	190	203	177	168	175
Total	1,193	1,278	1,132	1,207	1,165

Asian, Latinx, and White students represent 75% of the transfers to the CSU system. Latinx transfers are the largest group, surpassing the number of Asian transfers in 2020-21. The number of Black, Native American, Pacific Islander, and multi-ethnic students transferring to the CSU system remains relatively unchanged in this five-year period [Figure 40].

Figure 35: California State University (CSU) System Transfers by Ethnicity, 2016-17 to 2021-22

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	83	114	105	156	122
Black	11	16	12	15	15
Latinx	79	131	109	139	146
Native American	1	0	0	1	1
Pacific Islander	1	5	7	1	4
White	110	108	71	112	106
Multi-ethnic	22	32	15	28	20
Unknown	17	18	16	34	22
Non-Res Alien	73	84	72	60	60

Filipinx is included in the Asian ethnicity grouping.
Source: CSU Analytics

Roughly half of the Foothill College transfers to the University of California (UC) system are international, Asian, or White students (2020-21). The transfer numbers for these three populations remained relatively stable from 2016-17 to 2020-21. Fewer Latinx and Black students transferred to the UC system in 2019-20 and 2020-21, suggesting their transfer numbers peaked in 2018-19 [Figure 41].

Figure 36: University of California (UC) System Transfers by Ethnicity, 2016-17 to 2021-22

Ethnicity	2016-17	2017-18	2018-19	2019-20	2020-21
Asian	128	146	141	144	136
Black	9	9	16	9	6
Latinx	38	59	60	44	48
Native American	4	0	0	0	0

White	109	96	106	100	93
Unknown	17	16	13	12	16
International	214	162	147	136	144

Filipinx and Pacific Islanders are included in the Asian ethnicity grouping.
Source: UCOP Infocenter

Institution-Set Standards

Foothill College's institution-set standards represent acceptable levels of student achievement. Goals are aspirational and set a higher bar than the actual reported counts or rates (Figures 42, 43, 44). In 2020-21, CTE program directors were engaged to develop aspirational goals for licensure pass rates and job employment rates. These conversations included Academic Senate representatives and were facilitated by Institutional Research & Planning (IRP). The methodology used to identify the institution-set standards and goals are regularly reviewed through participatory governance processes, ensuring all constituencies are informed of the College's continuous efforts to increase student outcomes.

Annual course success rates remain stable at 81%. Increasing numbers of certificates and bachelor's degrees are being conferred from year-to-year, while associate degrees awarded have fluctuated over the past five years. Transfer counts remain relatively stable with slight variations from year-to-year.

Figure 37: Institution-Set Standards, Reporting Years 2018 to 2023

	Most Recent Performance	Prior Years			
Metrics	2021-22	2020-21	2019-20	2018-19	2017-18
COURSE COMPLETION					
Standard (floor)	61%	61%	61%	61%	60%
Goal (aspirational)	82%	82%	82%	82%	79%
Actual	81%	81%	81%	81%	81%
CERTIFICATES					
Standard (floor)	751	662	600	537	472
Goal (aspirational)	1,260	1,169	864	864	N/A
Actual	1,145	1,063	794	790	816

ASSOCIATE DEGREES					
Standard (floor)	793	795	727	727	711
Goal (aspirational)	1,103	1,360	1,018	1,018	N/A
Actual	1,003	1,236	932	1,012	965
BACHELOR'S DEGREES					
Standard (floor)	52	45	32	26	17
Goal (aspirational)	84	80	75	25	N/A
Actual	76	73	60	45	23
TRANSFER					
Standard (floor)	849	866	867	885	897
Goal (aspirational)	1,123	1,383	1,383	1.383	N/A
Actual	1,021	1,165	1,127	1,087	1,255

The most recent annual report based on 2021-22 data was submitted to the ACCJC in April 2023.
Source: FH IRP, Enrollment and Course Success & Degrees and Certificates Dashboards; CCCCO Datamart, CSU Analytics, UCOP Infocenter

Foothill College's licensure examination pass rates remain high. The majority of programs experience a 100% pass rate each year, exceeding the identified aspirational goal (Figure 43). Students enrolled in these programs must pass these examinations to work in their field.

Figure 38: Licensure Examination Pass Rates, Reporting Years 2018 to 2023

	Most Recent Performance	Prior Years			
Metrics	2021-22	2020-21	2019-20	2018-19	2017-18
APPRENTICESHIP: GENERAL ELECTRICIAN (STATE)					
Standard (floor)	69%	67%	60%	54%	54%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	90%	92%	90%	85%	64%
APPRENTICESHIP: PLUMBING (OTHER)					
Standard (floor)	75%	73%	74%	75%	75%

Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	98%	100%	95%	100%
DENTAL ASSISTING (STATE)					
Standard (floor)	75%	69%	69%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	75%	100%
DENTAL HYGIENE (NATIONAL)					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
DENTAL HYGIENE (STATE)					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
DENTAL HYGIENE (OTHER)					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
DIAGNOSTIC MEDICAL SONOGRAPHY (NATIONAL)					
Standard (floor)	N/A	N/A	75%	75%	75%
Goal (aspirational)	N/A	N/A	N/A	N/A	N/A
Actual	N/A	N/A	100%	100%	100%
EMERGENCY MEDICAL TECHNICIAN (NATIONAL)					
Standard (floor)	60%	59%	66%	66%	66%
Goal (aspirational)	100%	100%	N/A	N/A	N/A

Actual	79%	60%	87%	87%	89%
EMERGENCY MEDICAL TECHNICIAN - PARAMEDIC (NATIONAL)					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
PHARMACY TECHNOLOGY (NATIONAL)					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
RADIOLOGIC TECHNOLOGY (NATIONAL)					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
RESPIRATORY THERAPY (NATIONAL)					
Standard (floor)	66%	67%	68%	73%	73%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	91%	92%	80%	96%	96%
VETERINARY TECHNOLOGY (NATIONAL)					
Standard (floor)	69%	71%	70%	67%	67%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	84%	95%	96%	93%	89%

Aspirational goals were set beginning in 2020-21. | Diagnostic Medical Sonography (DMS) program was on hiatus beginning 2020-21. DMS courses were scheduled again beginning winter 2023.
Source: FH CTE Programs

Apprenticeship and allied health programs consistently experience higher job placement rates. All program rates exceed their institution-set standard (Figure 44).

Figure 39: Job Placement Rates, Reporting Years 2018 to 2023

Metrics	Most Recent Performance	Prior Years			
	2021-22	2020-21	2019-20	2018-19	2017-18
ACCOUNTING					
Standard (floor)	67%	63%	63%	63%	62%
Goal (aspirational)	91%	85%	N/A	N/A	N/A
Actual	89%	84%	91%	84%	86%
APPRENTICESHIP: ELECTRICIAN					
Standard (floor)	75%	75%	75%	75%	73%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
APPRENTICESHIP: PLUMBING, PIPEFITTING & STEAMFITTING					
Standard (floor)	75%	75%	75%	75%	75%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
APPRENTICESHIP: SHEET METAL					
Standard (floor)	75%	75%	75%	75%	73%
Goal (aspirational)	100%	100%	N/A	N/A	N/A
Actual	100%	100%	100%	100%	100%
BUSINESS ADMINISTRATION					
Standard (floor)	52%	54%	54%	54%	50%
Goal (aspirational)	70%	76%	N/A	N/A	N/A
Actual	66%	72%	72%	87%	66%
CHILD DEVELOPMENT/EARLY CARE & EDUCATION					
Standard (floor)	56%	60%	57%	57%	58%
Goal (aspirational)	76%	76%	N/A	N/A	N/A

Actual	62%	68%	85%	68%	78%
DENTAL ASSISTING					
Standard (floor)	69%	69%	69%	69^	66%
Goal (aspirational)	93%	93%	N/A	N/A	N/A
Actual	100%	95%	96%	95%	94%
DENTAL HYGIENE					
Standard (floor)	72%	72%	72%	72%	71%
Goal (aspirational)	97%	97%	N/A	N/A	N/A
Actual	91%	94%	100%	94%	97%
DIAGNOSTIC MEDICAL SONOGRAPHY					
Standard (floor)	N/A	72%	72%	72%	72%
Goal (aspirational)	N/A	96%	N/A	N/A	N/A
Actual	N/A	92%	85%	92%	94%
EDUCATIONAL TECHNOLOGY					
Standard (floor)	71%	75%	75%	N/A	N/A
Goal (aspirational)	96%	100%	N/A	N/A	N/A
Actual	93%	100%	100%	N/A	N/A
EMERGENCY MEDICAL TECHNICIAN					
Standard (floor)	64%	60%	N/A	N/A	N/A
Goal (aspirational)	86%	81%	N/A	N/A	N/A
Actual	100%	100%	N/A	N/A	N/A
EMERGENCY MEDICAL TECHNICIAN - PARAMEDIC					
Standard (floor)	75%	74%	745	74%	72%
Goal (aspirational)	100%	99%	N/A	N/A	N/A
Actual	100%	97%	98%	97%	97%

ENVIRONMENTAL HORTICULTURE & DESIGN					
Standard (floor)	50%	50%	50%	50%	50%
Goal (aspirational)	55%	56%	N/A	N/A	N/A
Actual	50%	56%	57%	56%	50%
GEOGRAPHIC INFORMATION SYSTEMS					
Standard (floor)	56%	65%	65%	65%	63%
Goal (aspirational)	76%	87%	N/A	N/A	N/A
Actual	75%	71%	78%	100%	93%
GRAPHIC & INTERACTIVE DESIGN					
Standard (floor)	50%	50%	50%	50%	50%
Goal (aspirational)	60%	64%	N/A	N/A	N/A
Actual	64%	60%	54%	59%	64%
MUSIC TECHNOLOGY					
Standard (floor)	54%	50%	N/A	N/A	N/A
Goal (aspirational)	73%	56%	N/A	N/A	N/A
Actual	62%	56%	N/A	N/A	N/A
PHARMACY TECHNOLOGY					
Standard (floor)	71%	64%	64%	64%	66%
Goal (aspirational)	95%	86%	N/A	N/A	N/A
Actual	100%	82%	94%	82%	90%
RADIOLOGIC TECHNOLOGY					
Standard (floor)	74%	73%	73%	73%	72%
Goal (aspirational)	100%	98%	N/A	N/A	N/A
Actual	100%	100%	96%	100%	92%
RESPIRATORY THERAPY TECHNOLOGY					

Standard (floor)	63%	71%	71%	71%	67%
Goal (aspirational)	85%	95%	N/A	N/A	N/A
Actual	86%	91%	87%	91%	100%
VETERINARY TECHNOLOGY					
Standard (floor)	69%	70%	70%	70%	70%
Goal (aspirational)	93%	95%	N/A	N/A	N/A
Actual	89%	97%	94%	97%	98%

Aspirational goals were set beginning in 2020-21. | Only programs with >9 students completing each year are reported. | Diagnostic Medical Sonography (DMS) program was on hiatus beginning 2020-21. DMS courses were scheduled again beginning winter 2023.
Source: CCCCO Core Indicator Trend Reports, Core 4 - Employment

C. Organization of the Self-Evaluation Process

Beginning fall 2021, Foothill College's Accreditation Steering Committee (ASC) began preparing for the Institutional Self-Evaluation Report (ISER). The ASC oversees the College's accreditation planning process and just concluded its work on the fall 2021 Midterm Report.

The ASC represents all constituent groups and includes the following:
- Vice President of Instruction and Institutional Research;
- Associate Vice President of Instruction and Institutional Research;
- Associate Vice President of College and Community Relations, Marketing, and Communications;
- Academic Senate President;
- Classified Senate President;
- Associated Students of Foothill College (ASFC) President;
- Accreditation Liaison Officer (ALO), and
- Executive Assistant, Office of Instruction

For this accreditation cycle, the committee approached the ISER development by structuring a collaborative and engaging process.

Figure 40: Self-Evaluation Timeline
[INSERT FOOTHILL COLLEGE ACCREDITATION SELF-EVALUATION TIMELINE GRAPHIC]

Key events in the ISER development process:
- Onboarding/Training (Fall 2021-Summer 2022)
  - October 21, 2021: ISER Training Session by College's ACCJC liaison

- ○ February 11, 2022: College ISER Kick-Off
- ○ February-May 2022: ISER Organizational Structure/Process at Academic Senate, Classified Senate, ASFC
- ○ May 20, 2022: ISER Training Retreat I
- ○ May 27, 2022: ISER Training Retreat II
- ○ September 8, 2022: ISER Team Leads Kick-Off
- ● Evidence Gathering/Writing (Fall 2022-Spring 2023)
  - ○ October 12, 2022: Quality Focused Essay (QFE) Town Hall I
  - ○ November 2, 2022: Quality Focused Essay (QFE) Town Hall II
  - ○ November 18, 2022: ISER Update at Governance
  - ○ January 31, 2023: ISER Teams Leads complete evidence gathering
  - ○ January-May 2023: ISER Lead Writers complete rough draft
- ● Feedback/Revisions (Spring 2023-Fall 2023)
  - ○ May 22 to June 26, 2023: Rough Draft Review
  - ○ September 18 to October 20, 2023: Polished Draft Review
- ● Submission (Fall 2023)
  - ○ November 2023: ISER submitted for Board Approval
  - ○ December 2023: ISER submitted to ACCJC

In May 2022, the ALO facilitated two retreats to train administrators, faculty, and classified staff about the ISER document components, evidence, and review processes. The ALO and the Executive Assistant, Office of Instruction served as project managers by providing structured support, overseeing the process, guiding team leads, and monitoring team progress.

Team members were recruited from across campus and responsible for identifying the evidence for each of the four Standards. Teams were encouraged to reach out to individual units and related positions whose responsibilities overlapped with the Standard statement. Administrator and faculty co-leads served as each Standard area's team leads. Their responsibilities included planning and facilitating team meetings, driving the evidence-gathering process, and drafting the assigned Standard section. Evidence and documentation were collected in Canvas. After the initial feedback round, where the draft was publicly posted and comments gathered through the ISER feedback web page, edits were made and a polished draft was disseminated for final review [ISER Feedback Webpage].

A QFE lead was responsible for facilitating college dialogue to identify the QFE action projects. The QFE lead led two all-college town halls. These sessions were structured to promote conversation and dialogue and culminated in two recommendations from the ASC to the Mission Informed Planning Council (MIP-C), the College's main governance body, for formal approval.

Figure 41: Foothill College ISER Team

Standard Team I	
Kurt Hueg (Team Lead)	Administrator

Rosa Nguyen (Team Lead)	Faculty
Standard Team II	
Micaela Agyare (Team Lead - Standard II.B)	Faculty
Laurie Scolari (Team Lead - Standard II.C)	Administrator
Voltaire Villanueva (Team Lead)	Faculty
Ram Subramaniam (Team Lead - Standard II.A)	Administrator
Standard Team III	
Jordan Fong (Team Lead)	Faculty
Bret Watson (Team Lead)	Administrator
Standard Team IV	
Dolores Davison (Team Lead)	Faculty
Simon Pennington (Team Lead)	Administrator
Quality Focused Essay	
Ajani Bryd (Team Lead)	Administrator

All documentation regarding the ISER organization and development can be found on the College's reaffirmation of accreditation 2024 website [Reaffirmation 2024 Webpage].

D. Organizational Information

Figure 42: The District-College Functional Map provides the delineation of district and college responsibilities.

P	Primary Responsibility:	Primary Responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).
S	Secondary Responsibility:	Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH	Shared Responsibility:	Shared Responsibility (the district and the college are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function—district and college mission statements).

		Functional Responsibility	
		P = Primary, S = Secondary, SH = Shared	
		College	District
Standard I:	**Mission, Academic Quality and Institutional Effectiveness, and Integrity**		
	The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.		
I.A:	**Mission**		
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	P
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	P
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	P
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	P

I.B:	Assuring Academic Quality and Institutional Effectiveness		
	Academic Quality		
I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
	Institutional Effectiveness		
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	P
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S

I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	P
I.C:	**Institutional Integrity**		
I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	P
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	P

I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	SH	SH
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	P
I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	N/A	N/A
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	P
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	SH	SH
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	SH	SH
Standard II:	**Student Learning Programs and Support Services**		

	The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.		
II.A:	**Instructional Program**		
II.A.1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S
II.A.2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
II.A.3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline	P	S
II.A.4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S

II.A.5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
II.A.6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
II.A.7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
II.A.8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
II.A.9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S
II.A.10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
II.A.11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S

II.A.12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
II.A.13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
II.A.14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
II.A.15	When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
II.A.16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career- technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
II.B	**Library and Learning Support Services**		
II.B.1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education.	P	S

	Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)		
II.B.2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
II.B.3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.B.4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
II.C	**Student Support Services**		
II.C.1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S
II.C.2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S
II.C.3	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)	P	S

II.C.4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
II.C.5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
II.C.6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
II.C.7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	SH	SH
Standard III:	**Resources**		
	The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).		
III.A:	**Human Resources**		

III.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
III.A.2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	P	S
III.A.3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	SH	SH
III.A.4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	P	S
III.A.5	The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	SH	SH
III.A.6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.	P	S
III.A.7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S

III.A.8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
III.A.9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	P	P
III.A.10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	P	P
III.A.11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
III.A.12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.	SH	SH
III.A.14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	P
III.A.15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	SH	SH
III.B:	**Physical Resources**		
III.B.1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH

III.B.2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.		SH	SH
III.B.3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.		SH	SH
III.B.4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.		SH	SH
III.C	**Technology Resources**			
III.C.1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.		SH	SH
III.C.2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.		SH	SH
III.C.3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.		S	P
III.C.4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.		P	P
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.		SH	SH
III.D:	**Financial Resources**			
	Planning			
III.D.1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services.		SH	SH

	The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)		
III.D.2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
III.D.3	The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
	Fiscal Responsibility and Stability		
III.D.4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
III.D.6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
III.D.7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
III.D.8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
III.D.9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences	SH	SH

III.D.10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
	Liabilities		
III.D.11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	S	P
III.D.12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
III.D.13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
III.D.14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source	P	P
III.D.15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	P	S
	Contractual Agreements		
III.D.16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	P	P
Standard IV:	**Leadership and Governance**		

	The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi- college districts or systems, the roles within the district/system are clearly delineated. The multi- college district or system has policies for allocation of resources to adequately support and sustain the colleges.		
IV.A	**Decision-Making Processes**		
IV.A.1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.	P	P
IV.A.2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	P
IV.A.3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	P
IV.A.4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S

IV.A.5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	P	P
IV.A.6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	P	P
IV.A.7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	P
IV.B	**Chief Executive Officer**		
IV.B.1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
IV.B.2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
IV.B.3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; 1. ensuring the college sets institutional performance standards for student achievement; 2. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; 3. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; 4. ensuring that the allocation of resources supports and improves learning and achievement; and 5. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S

IV.B.4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
IV.B.5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
IV.B.6	The CEO works and communicates effectively with the communities served by the institution.	P	S
IV.C:	**Governing Board**		
IV.C.1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	S	P
IV.C.2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N/A	P
IV.C.3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	S	P
IV.C.4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N/A	P
IV.C.5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	S	P
IV.C.6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N/A	P
IV.C.7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the	S	P

	college/district/system mission and revises them as necessary.		
IV.C.8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	S	P
IV.C.9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P
IV.C.10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	S	P
IV.C.11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N/A	P
IV.C.12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	S	P
IV.C.13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	S	P
IV.D	**Multi-College Districts or Systems**		

IV.D.1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
IV.D.2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
IV.D.3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.	S	P
IV.D.4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	S	P
IV.D.5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	S	P
IV.D.6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	S	P
IV.D.7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Foothill College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, and is authorized to operate as a degree-granting institution. ACCJC approved the College's 2021 Midterm Report, demonstrating the institution's progress is appropriate as it continues to improve on student achievement outcomes.

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Foothill College has continuously operated as a post-secondary institution since its founding in 1957. In 2021-22, the headcount was 25,000 and 2,224 degrees and certificates were conferred. Both credit and non-credit course offerings are available leading to degree and certificate completion, career and technical education training, and basic skills education instruction. Students can also enroll in fee-based community classes. Instruction is offered through multiple instructional modalities, including face-to-face, hybrid, and online. The complete lists of offered classes and available degree and certificate programs can be found in the 2022-23 College catalog.

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Foothill College offers associate degrees (Associate in Arts and Associate in Science), associate degrees for transfer (ADT), credit certificates, non-credit certificates, and one bachelor's degree. In 2021-22, the College conferred 1,003 associate degrees and 76 bachelor's degrees. The 2022-23 College catalog lists all degrees and certificates available, including programs that can be completed fully online. Program maps show that degrees, including general education courses, can be completed in two years by full-time students, three years by part-time students.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Foothill College has a Chief Executive Officer, Dr. Kristina Whalen, who began their tenure in April 2023. President Whalen was appointed by the Chancellor of the Foothill-De Anza Community College District and confirmed by the Board of Trustees, and their primary responsibility is to direct institutional operations and provide leadership to meet the College's mission through strategic planning. Additionally, they are responsible for maintaining policies, rules, and regulations set forth by the Chancellor, the Board, the California Education Code, and the Board of Governors of the California Community Colleges. During this current accreditation cycle, the College had three CEOs. The ACCJC was immediately notified of each leadership change.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As a Title IV eligible institution, Foothill College is compliant with all federal requirements. The College adheres to all Board-approved policies and procedures that govern the responsible allocation of funds to support its instructional programs and support services. Annual audits of financial statements, including federal awards, ensure compliance with all federal and state regulations and identify any issues for immediate remediation. Independent auditors CliftonLarsenAllen LLP (CLA) found no issues with the District's financial statements for the 2021-22 fiscal year. Their report was presented to the Board of Trustees and publicly posted.

F. Compliance with Commission Policies and Federal Regulations

Foothill College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Foothill College accreditation website posts all information regarding the accreditation process [F_01]. Documentation about the Institutional Self Evaluation Report (ISER) organizational structure and development process are accessible through the College's Reaffirmation of Accreditation 2024 webpage [F_02]. The ISER timeline, including when the evaluation team visit is scheduled (October 2024), is also publicly posted on that webpage. An accreditation update was provided to the Board of Trustees at the September 12, 2022 public meeting, which included a review of the formative and summative stages of the reaffirmation process [F_03]. The College encourages the public to submit comments about Foothill by completing the third-party comment form [F_04; F_05].

Reference Standard I.C.12

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Foothill College sets and regularly reviews its institution-set standards to evaluate the progress made toward the aspirational goals for student achievement metrics. The College's Annual Report to the ACCJC featuring the institution-set standards are publicly posted on the Accreditation Annual Reports web page [F_06] and the related discussions occur in participatory governance [F_07]. Discussions of other student achievement metrics also occur in the governance process [F_08].

Reference Standard I.B.3

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2;

668.9.

Foothill College follows procedures for determining a credit hour as determined by the California Community Colleges Chancellor's Office that are published in its Program and Course Approval Handbook. Board Policy 4020/Administrative Procedures 4020 provide guidance on establishing a credit hour that meet commonly accepted academic expectations where one unit of credit shall require a minimum of 33 quarter hours to total student work [F_09; F_10]. The College conforms to a commonly accepted minimum program length of 90 quarter units awarded for achievement of student learning for an associate degree. The College Curriculum Committee has written policies and procedures to review all new degree proposals as well as degree revisions and confirms that these degrees meet the minimum unit requirement. All programs and courses are approved under the California Education Code (Title 5).

The California legislature sets the tuition for California state residents. Nonresident tuition is identified according to Board Policy 5020/Administrative Procedures 5020 in accordance with the California Community College Budget and Accounting Manual as well as applicable state

guidelines and regulations [F_11; F_12]. These tuition costs are consistently applied across all programs, and the total cost of education is communicated through the Enrollment Services website and the College catalog [F_13; F_14].

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Foothill College publishes in its catalog a transfer of credit policy and process for transcript review [F_15]. Additional information regarding the transcript evaluation process is accessible on the Evaluation Office's website and posts a list of institutions with defined articulation agreements [F_16]. Transfer of credit extends to Credit for Prior Learning, Advanced Placement, International Baccalaureate, foreign transcripts, College Level Examination Program [F_17; F_18; F_19]. Articulation of Foothill courses to four-year institutions such as the California State University and University of California systems is regularly maintained by the College's Articulation Officer [F_20; F_21]. The College also relies on the California State Chancellor's Office Course Identification Numbering System (C-ID) to facilitate course articulation. Information regarding articulation agreements with private and out-of-state institutions are also available [F_22]. New requests for articulation are reviewed as part of the curriculum development and approval process.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Foothill College offers robust distance education options, including programs that can be completed exclusively online. These courses and programs meet the same rigor and follow the exact course outline of record as those taught in a face-to-face modality. Distance education policies and processes are developed in consultation with the College Curriculum Committee, Academic Senate, and faculty. Any course to be offered online must have an approved Distance Learning Addendum on file [F_23]. The Committee on Online Learning, an Academic Senate subcommittee, seeks to promote quality online education for all students and focuses on promoting student learning outcomes in the digital environment. The Online Learning Office provides professional development for faculty and information for online student support [F_24]. Orientation and training on Canvas, the learning management system, is required for faculty and promoted through Professional Development newsletters. Accessibility information and requirements are documented and maintained to ensure compliance. Students can access comparable student support services, including online counseling, library resources, student events, and tutoring. All students, including those enrolled in distance education classes, are authenticated using a single sign-on process, which provides student access to Canvas and

Microsoft Office 365. The District's Educational Technology Services (ETS) provide appropriate and adequate infrastructure support to sustain the College's distance education offerings.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Foothill College's policy and procedures regarding student complaints are guided by Board Policy 5500, Administrative Procedures 5520 and 5530 that describes students' rights and responsibilities as well as the procedures to resolve student grievances. The College catalog outlines the complaint and grievance process [F_25]. The Student Affairs & Activities Office maintains student complaint files for the duration of each accreditation review cycle and retains documentation of the accurate implementation of these policies and procedures [REF: NEED TO CITE LIST OF STUDENT COMPLAINTS SINCE LAST VISIT; CITE EXAMPLES OF COMPLAINTS AND THE DOCUMENTED PROCESS THROUGH RESOLUTION [F_26; F_27]]. The College's accreditation web page posts the name and contact information of our institutional and program-specific accreditation agencies, along with links to file a third party complaint [F_28].

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

Foothill College's website serves as the primary tool to communicate with the public. Information about instructional programs and student services, as well as application and enrollment processes, are regularly maintained to provide accurate information in an accessible format. The College catalog and schedule of classes, also accessible through the institution's website, are additional tools for outreach and information dissemination. The College's Marketing & Public Relations Department is responsible for print publications, including brochures, postcards, and fliers, as well as news releases and digital communication including e-newsletters and social media posts, ensuring that the information has currency and recency. All accreditation documentation, including information about the accrediting commission are publicly available and accessible through the College accreditation website.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Foothill College complies with Title IV of the Higher Education Act. The Financial Aid Office monitors student loan default rates, revenue streams, and assets, and works with the District to manage any results of financial aid audits and ensure compliance with federal requirements. Regular audits are conducted and archived on a publicly accessible web page, including a report to the Board of Trustees [F_29]. Board Policy 3140 requires all contracts and MOUs to be in writing and are reviewed by the Board. A Purchasing and Payment Grid provides guidance by providing bid and authorization requirements for contracts [F_30].

Reference Standard III.D.15